DOCUMENT RESUME

ED 106 843 CS 001 928

TITLE	A Demonstration Project for Target Area Children.
INSTITUTION	Anaheim City School District, Calif.
PUB DATE	74
NOTE	39p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Bilingual Students; *Diagnostic Teaching; Early Childhood Education; *Effective Teaching; *Individualized Reading; Learning Activities; Parent Participation; *Reading Instruction; *Reading Programs; Reading Readiness
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves 184 disadvantaged white and Spanish-speaking children ranging in age from four to seven and having pretest reading scores of at least one grade level below expectancy. Individualized reading instruction and multilevel grouping are the focus of this program, begun in 1970. A diagnostic-prescriptive reading profile is developed for each student, and instruction is based on objectives. Classrooms feature learning and interest centers. Learning packages are organized to teach specific skills and are coded for use by the teacher, aide, or parent or by the child independently. The packets emphasize self-correcting and self-pacing activities and employ a multimedia approach. The materials include linguistics and phonics textbooks, worksheets, workbooks, library books, audiovisual media, and manipulative devices. Intergroup relations are stressed through a bicultural enrichment program, and parent and community involvement is emphasized in a school advisory program, volunteer program, and home visits. (TO)

ED106843

PROGRAM INFORMATION FORM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECTION I -- Identification Information

Program Title A Demonstration Project for Target Area Children (1)

Program Director William A. Thompson **Title** Assistant Superintendent (2)

Address Anaheim City School District
412 E. Broadway, Anaheim, Ca. 92805 **Phone** 714-535-6001

Sponsor (school district or other) ANAHEIM CITY SCHOOL DISTRICT (3)

Superintendent James D. Brier

Address Anaheim City School District
412 E. Broadway, Anaheim, Ca. 92805 **Phone** 714-535-6001

Address where your program is operating (4)

George Washington School
233 E. Chartres Street
Anaheim, Ca. 92805

If you know any, please list one or two other school districts or sponsoring institutions where the total program named in Item 1 is being duplicated. (5)

Educational Facility	Address and Zip Code

BEST AVAILABLE COPY

SECTION II -- Program Screening Information

In this section, all questions are numbered at the right-hand edge; please answer each by marking the letter X in the appropriate box.

Is cognitive improvement in reading and reading-related skills a major focus of your program?		YES [X]	NO [ ] **	(6)
How long has your program been operating continuously?	Less than a year	[ ]		(7)
	At least a year but less than two years	[ ]		
	Two years but less than three	[ ]		
	Three years or more	[X]		
	None of these (If none, indicate why) _____	[ ]		
Do you plan to keep your program operating for at least two more years (through the 1974-75 academic year)?	(If no, indicate why not) _____	YES [X]	NO [ ]	(8)
Are evaluation reports (e.g., baseline test data, re-test data, measures of the program's effect) available?	None available and none planned	[ ] **		(9)
	None available but initial steps taken	[ ]		
	Available but not published	[ ]		
	Most recent publication prior to 1/1/68	[ ]		
	Most recent publication since 1/1/68	[X]		
Evaluation data are available for how long?	Three years or more	[X]		(10)
	More than two years, less than three	[ ]		
	More than one year, less than two	[ ]		
	Only one year	[ ]		
	Less than one year	[ ]		
	Not available	[ ] **		

Are the data evaluating your total program approach available for one or more sites?

- More than one site (e.g., more than one school) ☐
- Your site only ☒
- Not available ☐

How many participants or individual records are included in the evaluation?

- Less than 10 ☐ **
- 10 to 29 ☐
- 30 to 49 ☐
- 50 to 99 ☐
- 100 to 199 ☒
- 200 to 499 ☐
- 500 or more ☐

If you marked any one of these boxes, do not complete this form or send program documents. INSTEAD, please detach the first 3 pages and return them so that your response can be recorded

What measures have been analyzed to show the success of your program?

	YES	NO
Analysis of nationally standardized reading test results	☒	☐
Analysis of locally developed reading test results	☐	☒
Analysis of nationally standardized general ability measures	☐	☒
Analysis of locally developed general ability measures	☐	☒
Analysis of other program success indicators (e.g., observations, affective measures, teacher records, questionnaires)	☒	☐
Other procedures (Please specify) State Norms	☒	☐
Measures not yet analyzed	☐	☐

Are up-to-date program descriptions available (e.g., staff, participants, schedules and activities)?

YES	NO	
X		(20)

What kind of improvement or gain by program students was found?

	YES	NO	
The mean test score of the students exceeds a specified norm	X		(21)
A mean gain over exactly one year is bigger than expected			(22)
A mean gain for less than one year is bigger than expected	X		(23)
The mean of students in the program exceeds that of comparable students not in the program	NA		(24)
The mean gain of students in the program is greater than for comparable students not in the program	NA		(25)
Some other improvement, not one of these (Please specify) Parent attitude	Y		(26)

How significant were the statistical results showing the effect of your program?

No tests of significance were made Only median grade equivalents and quartile shifts used	X	(27)
No significant differences found yet		
The program showed differences significant between the 5 and 10 percent one-tailed (10 to 20 two-tailed) level		
The program showed differences significant at better than the 5 percent one-tailed (10 per cent two-tailed) level		
The program showed differences significant at better than the one percent one-tailed (two per cent two-tailed) level		

By what amount does the annual per-pupil cost of this program exceed that of the regular district program?

- Less than $50 ☐
- $50 to $99 ☐
- $100 to $199 ☐
- $200 to $299 ☐
- $300 to $399 ☐
- $400 to $499 ☒
- $500 to $999 ☐
- $1000 or more ☐

For what target population of students is your program designed?

	YES	NO
Unselected cross section	☐	☐
Mentally retarded	☐	☐
Bilingual	☒	☐
Disadvantaged	☒	☐
Physically handicapped (deaf, blind, etc.)	☐	☐
Institutionalized	☐	☐
Other groups (Please specify below)	☐	☐

Are 20 percent or more of your program students in any of the following categories?

	YES	NO
American Eskimo, Aleut, or Indian	☐	☐
Black	☐	☐
Oriental or Asian	☐	☐
Spanish-speaking	☒	☐
White	☒	☐
All others	☐	☐

In which area do the majority of the program students live?

- Rural and small town of less than 10,000 ☐
- Small city of 10,000-199,000 ☒
- Small city suburbs ☐
- Inner area in large city of 200,000 or more ☐
- Residential area in large city ☐
- Suburbs of a large city ☐

(42)

What is the average family income level of students in the program?

- Low income (under $6,000) ☒
- Middle income ($6,000-$15,000) ☐
- High income (above $15,000) ☐

(43)

Are specific diagnostic techniques or instruments used to:

Determine each student's level of reading readiness or skill (e.g., his reading grade level)? YES ☒ NO ☐

(If yes, please specify)

Metropolitan Reading Readiness Test
Assessment of Program Objectives
Pupil Profile of Basic Skills Assessment

(44)

Determine each student's strengths, weaknesses, and difficulties in language and reading skills (e.g., difficulty with decoding)? YES ☒ NO ☐

(If yes, please specify)

Sullivan Diagnostic Assessment Language Dominance Index
Pupil Profile of Basic Skills Assessment
Quick Assessment
Assessment of Program Objectives

(45)

In this program, how many hours per week are scheduled for the subject Language Arts?

- Less than 2 hours ☐
- 2 hours to 3 hours 59 minutes ☐
- 4 hours to 5 hours 59 minutes ☐
- 6 hours to 7 hours 59 minutes ☐
- 8 hours to 9 hours 59 minutes ☐
- 10 hours to 11 hours 59 minutes ☒
- 12 hours or more ☐

(46)

What summary statistics were used in the analysis of program data?

	YES	NO	
Means or medians	☒	☐	(47
Standard deviations or variances	☐	☐	(48
Covariances or correlation coefficients	☒	☐	(49
Frequency counts, percentages, or proportions	☒	☐	(50
Significance tests	☒	☐	(51
Methods not mentioned above (Please specify)	☐	☐	(52

_____

How large was the estimated program effect on achievement (i.e., the average gain of students in the program over and above the gain expected in a comparison group)? (If more than one estimation, give the higher figure only.)

- One-tenth of a standard deviation unit ☐ (53
- One-fifth of a standard deviation unit ☐
- One-quarter of a standard deviation unit ☐
- One-third of a standard deviation unit ☐
- One-half of a standard deviation unit ☐
- Better than a half SD ☐
- Gain cannot be given this way ☒
- Median Grade Equivalents

Which of these factors were taken into explicit account in the analyses of BOTH program AND comparison data?

	YES	NO	
Age	☐	☐	(54
Sex	☐	☐	(55
Grade level	☒	☐	(56
Ethnic proportions in group	☐	☐	(57

What was the reliability coefficient of the test used to measure reading achievement for this program?

- Between .6 and .69 ☐ (58)
- Between .7 and .79 ☐
- Between .8 and .89 ☒
- .9 and over ☐
- Given by publishers for standardization group only as over .8 ☐
- Not yet determined ☐
- No such test was used ☐

What percentage of annual attrition or loss of students from the program was allowed for, to correct for bias in statistical analysis (e.g., by eliminating from consideration persons who start the program but do not finish)?

- Was 15 percent or more ☐ (59)
- Was between 10 and 14.9 percent ☐
- Was between 5 and 9.9 percent ☐
- Was between 0 and 4.9 percent ☐
- No allowance was made for losses ☒
- No losses occurred ☐

How similar were the pre- and post-tests used to determine gain in reading skills?

- Were identical ☒ (60)
- Were parallel forms of a single test ☐
- Were consecutive forms from the same source ☐
- Were similar in form, but from different sources ☐
- Only one test has been applied ☐
- Tests were not of reading skills ☐
- No tests were applied ☐

SECTION III -- Brief Descriptive Information

In what year did the program begin operation? 1970-1971 (Year) (61

How many program participants and classes (groups) are there in your program? If this is a school-based program, indicate enrollment by class and grade level. (62

Grade or Other Level	Number of Participants	Number of Classes or Groups
Preschool	45	3
Multi-Age 4,5,6	28	1
Multi-Age 5,6,7	29	1
Multi-Age 6,7	27	1
Kindergarten	28	1
Second Grade	27	1

Please list the major instructional strategies used to help clients improve their reading-related skills. Briefly describe, if necessary. (63

Individualized Diagnostic Prescriptive Procedures.

Individual and small group instruction based on objectives - emphasizing self-assessment and self-pacing activities.

Use of Learning Packages (coded for use by 1. teacher, 2. aide, 3. parent, 4. child independently) to teach specific skills.

Multi-Media community-oriented, bilingual library and Learning Center

Are there any major program features (e.g., parent involvement) which are not included in your list of instructional strategies above and are not included in your list of key program objectives in the chart at the end of this questionnaire? If so, please list up to three (3) of these major program features. Briefly describe, if necessary. (64

1. Parent involvement through school advisory committee, volunteer program and home visits.

2. Intergroup relations - bicultural enrichment program.

Please list up to five (5) kinds of materials and/or equipment which are absolutely indispensable for your program, noting their availability as "commercial," "district," "teacher-prepared," "student-prepared," or other appropriate comment. (65)

Most Essential Items of Materials and/or Equipment	Quantity for 30 Students	Availability
District Developed Learning Packets	1 set	yes
District Developed Quick Assessments for Reading Labs	1 kit	yes
District Developed Objectives and Criterion Assessments	1 book	yes
Systems 80, EFI, Typewriters, Adding Machines	1 of each	Commercial
Listening Posts and other Media	1	Commercial

Where are program activities physically located? If any special features were provided to suit these facilities to the program, briefly note. (66)

Location of Program Activities	Special Features
Individual Classrooms	Listening Posts. T.V. receivers for reception of District developed telelessons
Comprehensive Learning Centers	Special wiring of carrells for implementation of Multi-Media systems. School inventory provides list of resource program materials available

What is the total cost of instructional materials for a class of 30? (67)

$ 970.00 for a class of 30, to the nearest dollar

To the nearest dollar, roughly what portion of the funds currently required to maintain the program come from the following sources? Please specify the exact source for each category, e.g., Title III. (68)

$ 2500	Federal	Title I, ESEA
$ 33076	State	SB 1302, ECE, SB 1331, AB 2284
$ 27615	Local	Anaheim City School District
$	Private	Not Applicable

What is the average, annual per-pupil cost for the district's regular school program (i.e., cost per pupil for students outside the special reading program described herein)? (6

$752.06, per-pupil cost for regular program

What are the staff requirements for your program? (70)

Staff Category	# Req'd. for 24 Students	Portion of Time	Special Professional Qualifications for Program	Special Role Performed in Program	Program Requires Inservice Training? If so: In What Skills?	For How Many Hours
ADMINISTRATIVE: Director		10%	Appropriate training and credentials.	Organization Planning Implementation Evaluation		60
INSTRUCTIONAL: (Certified)						
Teacher-Principal		100%	Bilingual	Coordination		60
Classroom Teacher	1	100%		Diagnosis Assessment Prescription Instruction Evaluation	Planning for individualized instructions. Bilingual-Bicultural expertise and methods.	60
PARAPROFESSIONAL: Instructional Aides	1	100%	Bilingual	Assist in language development and small group instruction.	-use of learning packets -individualized instruction Use of multi-media materials.	30
SUPPORT OR SPECIAL RESOURCE: Nurse	33% of nurse's time at school site.			General health appraisal, referrals, consultation.	Vision, Hearing, Dental and general health appraisal and maintenance.	60
Psychologist	33% of psychologists time at school site.			Psych. services Program evaluation.	Human relations, cultural and community involvement.	60
Home School Counselor	20% of counselor's time at school site.		Bilingual	Counseling liaison with home and community	Human relations and bicultural and community involvement.	60

hat are the staff requirements for your program? (70)

Staff Category	# Req'd. for Students	Portion of Time	Special Professional Qualifications for Program	Special Role Performed in Program	Program Requires Inservice Training? If so: In What Skills?	For How Many Hours
SUPPORT OR SPECIAL RESOURCE						
Early Childhood Educational Release Teacher	33% of time			Teachers aide's in-service. Development of learning packets.	Individualized instruction programming - organizing learning and interest centers.	60
Parent Volunteer Coordinator	33% of time		Ability to work with parents, staff and community	Train parent volunteers. Inservice to staff.	Basics course - building and applying strategies for initial cognitive skills.	80
OTHER:						
Parent Volunteers	2	Part Time	In-service training by Regional Occupation program.	Assist teachers in working with children	Orientation to classroom procedures, growth and development learning, etc.	16
Community Aide	33% of time assigned to program school.		Bilingual	Meeting community needs through use of community resources.	Community involvement. Bicultural understandings.	60

What are the specific objectives of the program and how are these desired outcomes assessed? (Your responses should read consistently across columns.)

Major objectives of the program (List the key objectives, even if they cannot be adequately tested or were difficult to measure.)	What assessment techniques and instruments were used to measure student achievement of each objective in Column 1? For example: Test--Specify title, level, form, and developer or publisher Observation--Of what? By whom? Teacher report--Of what? Questionnaire--About what? Answered by whom? Etc.	What were the results? How did the target group perform or change?
Upon completion of three years of intensive instruction and involvement in the acitivities of the instructionsl component, participating pupils will reflect a normal range and distribution of achievement in reading (comprehension and vocabulary) as measured by selected standardized tests. It is expected that that the number of pupils now achieving in Q_1 and Q_2 will be reduced to 52% during the 1973-74 school year and to 47% during the 1974-75 school year, to 47% during the 1975-76 school year. Restructuring or Learning Environment Upon completion of the project, the program school will have implemented a minimum of 80% of the prestructuring strategies specified in the program design: Continuous progress classrooms Cross-age interest groups Cross-grade instruction Learning style groups Interest centers Reading laboratories Multi-media centers Library Centers	KINDERGARTEN - Metropolitan Reading Readiness Test Form B Harcourt Brace & Jovanovich, Inc. Pre-Post Test each school year. FIRST AND SECOND - Cooperative Primary Reading Test 12A - First Grade 23A - Second Grade Educational Testing Service Pre-Post Test each school year, Pupil profile-Basic Skills -See Appendix E District-Enumerative Data-(See attached reporting forms - See Appendix B) Administrative Observation - See Appendix C Evaluation visitation team - team consist of staff, parents, resource personnel, and administrator. See Appendix D.	See Appendix A

What are the specific objectives of the program and how are these desired outcomes assessed? (Your responses should read consistently across columns.)

(71)

Major objectives of the program (List the key objectives, even if they cannot be adequately tested or were difficult to measure.)	What assessment techniques and instruments were used to measure student achievement of each objective in Column 1? For example: Test--Specify title, level, form, and developer or publisher Observation--Of what? By whom? Teacher report--Of what? Questionnaire--About what? Answered by whom? Etc.	What were the results? How did the target group perform or change?
Affective Development Upon completion of the project, participating pupils will show improvement in scores on post-test attitude scales.	McDaniel Inferred Self-Concept Scale, E.L. McDaniel, Ph.D. Western Psychological Services Pre-Post Test each school year.	Program results not broken down on a school by school basis.

1972-73

WASHINGTON SCHOOL
TITLE 1
Comparison - Fall and Spring Testing

METROPOLITAN - Kgn.	Q_1	Q_2	Q_3	Q_4	N
Fall	74% (17)	26%(6)	0	0	
Spring	9%(2)	39%(9)	30%(7)	22%(5)	23
COOPERATIVE PRIMARY					
Reading-Grade 1					
Fall	100%	0	0	0	
Spring	9%(3)	50%(17)	12%(4)	29%(10)	34
Arithmetic-Grade 1					
Fall	94%(32)	3%(1)	3%(1)	0	
Spring	26%(9)	29%(10)	24%(8)	21%(7)	34
Reading-Grade 2					
Fall	73%(11)	27%(4)	0	0	
Spring	0	27%(4)	53%(8)	20%(3)	15
Arithmetic-Grade 2					
Fall	40%(6)	20%(3)	33%(5)	7%(1)	
Spring	27%(4)	40%(6)	13%(2)	20%(3)	15

ANAHEIM CITY SCHOOL DISTRICT

CONSOLIDATED APPLICATION

EVALUATION COMMITTEE REPORT

COMMITTEE MEMBER SIGNATURES:

Parents _____ Date _____

_____ Date _____

_____ Date _____

Teachers _____ Date _____

_____ Date _____

Administrator _____ Date _____

11/12/73;mb

ANAHEIM CITY SCHOOL DISTRICT

CONSOLIDATED APPLICATION

EVALUATION COMMITTEE REPORT

	Low				High
1. Evidence of individualized instruction.	1	2	3	4	5
2. Evidence of a 10:1 adult pupil ratio.	1	2	3	4	5
3. Evidence of parent involvement in instructional program.	1	2	3	4	5
4. Evidence of use of Learning Packages.	1	2	3	4	5
5. Evidence of provision for Spanish speaking learners.	1	2	3	4	5
6. Evidence of provision for a variety of learning styles. (Manipulative, auditory, visual, printed materials, tactile, etc.)	1	2	3	4	5

9/20/73;mb

Bill Thompson

RTF Form 1
9-14-72

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Reading Task Force

SCHOOL READING PROGRAM DESCRIPTION

COUNTY Orange

DISTRICT Anaheim City School District Superintendent James D. Brier

412 E. Broadway (Address) | Anaheim (City) | 92805 (Zip) | 714 - 535-6001 (Area Code) Telephone No.

SCHOOL George Washington Principal ~~Mxxx Roberts~~ Mr. Reynaldo Mejia

233 E. Chartres (Address) | Anaheim (City) | 92805 (Zip) | 714 - 533-3181 (Area Code) Telephone No.

Grade Levels Preschool (Plus 1 Head Start
K - 2 " 2 AB 1331 Preschool classes) Current Enrollment 113 1971 - Prepared Spring '72

Urban X Inner City ____ Suburban ____ Rural ____ Town ____ Other ____ % AFDC 26.3
Small city

Ethnic Balance Percentages		K - 2 116
Black	0%	
Indian	0%	
Spanish Sur-name	71.5%	
Oriental	1.7%	
White	26.7%	
Other		

Special Funding	
Miller-Unruh	0
Preschool	X
ESEA Title I	X
ESEA Title II	0
ESEA Title III	0
ESEA Title VII (Bilingual)	0
Other	0

Transiency

Number of students out 1971-72 39
÷ Enrollment May 1972 152
= Transiency 26 %

Number of students in 1971-72 154

Visitation Date ____

State Representative ____

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

Does your DISTRICT have stated educational goals? Yes SCHOOL? Yes

OBJECTIVES

State reading program goals and objectives; include both affective and cognitive. TITLE I PROPOSAL

1. Overall three year objectives are to move Washington School Reading scores towards normal distribution pattern.
2. In 1972-73 in Reading to make 1.1 months gain for each month in the program.
3. To develop independent work habits and self-direction.
4. To improve students self-esteem.
5. To improve parent-student attitude towards school.
6. To improve teacher ability to use Reading materials effectively.

EVALUATION

List major evaluative instruments and/or procedures used to assess degree of achievement for these objectives.

Kdgn.	Metropolitan Reading Readiness Form B
First	Cooperative Primary 12A
Second	Cooperative Primary 23A

McDaniel Inferred Self-Concept Scale

District Anaheim City School

School George Washington

List and describe the materials and methods used in the reading program including software and hardware.

BASIC TEACHING APPROACHES & TECHNIQUES

There is a 5 to 1 pupil to adult ratio in the Reading Lab. and classroom. Student decreased dependency on the teacher through use of programmed instructional materials. Use of volunteer tutors and parents is on a one to one basis. Individual diagnosis and prescriptions provide specific needed skills. Each student is made aware of his needs and strengths and is encouraged to set his own pace and move independently through the prescribed program.

MATERIALS AND EQUIPMENT

Sullivan Series, Systems 80, Electronic Futures Inc., word cards, SRA, Learning Systems Inc., cassettes, State texts (with workbooks and ditto masters), Open Court program materials, filmstrips, 16 mm. projector, listening posts, electric typewriter with headsets.

LIBRARY PROGRAM DESCRIPTION (personnel, equipment, space, materials)

The Anaheim City School District in cooperation with the City of Anaheim is in the process of developing a Bilingual - Bicultural Library Community Center at Washington School to be staffed by para-professionals. Included will be materials for both children and adults and plans are to maintain evening and weekend hours.

District Anaheim City School

School George Washington

Describe Diagnostic-Prescriptive Components of the Instructional Reading Program.

A Prescriptive Profile Card is prepared for every child based on the needs assessment and standardized pre-test information. The Metropolitan Reading Readiness Test Form B, Murphy Durrell and the Cooperative Primary Forms 12A and 23A are given to each child to provide this information.

The Quick Assessment device is used in the Reading Lab. to determine specific reading prescription which is then entered on the profile card. A Reading skills inventory supplements publisher's assessment devices to provide on-going needs information.

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

DESCRIBE THE TEACHER ROLE AND RESPONSIBILITIES IN IMPLEMENTING THE READING PROGRAM:

For responsibility to learner--assessing pupil strengths and weaknesses and planning instruction.

Setting specific objectives for each child
Administering pre-tests (Title I) and other assessment devices
Planning program to meet individual needs

For selection of techniques and materials.

Teacher makes the decision as to the appropriate program, techniques and materials that will best meet needs of individual children.

For parent involvement--participation.

Teacher encourages, seeks and provides in-service help to parents who will work in the classroom with children.

For reporting to parents.

Planned and scheduled parent conferences (at least 4 per year). Home visitations are made and parents are given a choice between a report card or a conference.

Describe the staffing pattern of the personnel involved in the reading program, including paraprofessional, classified and volunteer people.

Teachers	6	Comprehensive Learning Center Teacher	1
Instructional Aides	7	Counselor	1/2
Parent Volunteers	15	Nurse	1/2
Secretary	1	Community Aide	1/2

Attach job descriptions of personnel involved in the reading program.

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

NEEDS ASSESSMENT or Baseline Data which determined the Objectives. (See page 2)
(Students needs, test data, parent survey, etc.)

A target area for Title I project has been established and includes the Washington School attendance area. Baseline data is also provided by comprehensive standardized test administration supplemented by specific skills assessment and publishers' placement tests.

CURRENT PROGRAM:
Beginning date_____
CHANGES SINCE INITIATION:

1972-73 - The Open Court Reading Program has been implemented at the 1st grade level.

1972-73 School Year - Plans are underway for implementation around December 1, 1972 of a Multi-Age Program (to include a class for four, five and six-year-olds) which will be based on the State Guidelines for Early Childhood Education and make it possible for children to be grouped according to skills without the constraints of grade placement structure. An intensive language development program (using the Peabody Language Program) will be implemented according to need but focussed specifically on non-english and four and five-year-olds. The Open Court Reading Program will continue at a six-year-old level and be introduced at the five year level. Reinforcement and remediation on an individual need basis will continue to operate in the Comprehensive Learning Center.

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

Describe the amount of time for student participation in the instructional reading program. Include information regarding student scheduling techniques.

Students spend a minimum of 1 hour of classroom time daily on reading and reading connected activities. In addition to this approximately 30 minutes per day is spent in the Reading Lab. working on individually prescribed programs designed to meet diagnosed reading skill needs.

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

Describe how reading skills acquired by the student as a result of his specific reading instruction are applied, reinforced, or expanded in other areas of the curriculum.

Reading skills are used to develop new hobbies and interests, as well as provide background for Social Studies, Science and multi-cultural awareness. Through development of skills in the selection of appropriate reading materials, the child can broaden his range of experiences in areas where interest was initially awakened through the reading program.

The child is encouraged to explore reading materials independently and bring this interest into the home where other family members can share.

Extensive reading also creates awareness in pre-vocational areas and leads with encouragement to further exploration.

Field trips are also used to broaden the childs experiential world, develop new interests, and extend his reading experiences into his non-school life.

SCHOOL READING PROGRAM DESCRIPTION

District Anaheim City School

School George Washington

Cost of Education per ada: 893

Amount of Special Funds	SOURCE	AMOUNT
	Title I	$428 per pupil
Amount of Special Funds for Reading		

Describe how specially funded programs contribute to reading program.

Title I funds pay for instructional aides who work individually with children and for the Resource teacher, who implements remedial skills reinforcement according to teachers' need assessment.

Describe staff development related to this program.

Regular staff meetings and visitations improve effectiveness in use of materials and individualizing teaching. Teachers are encouraged to participate in planning new programs - such as the multi-age class.

Describe community involvement.

School and District Advisory Committees meet regularly, visit the school and make recommendations.

Parent volunteers to work directly in the classroom are encouraged.

A career ladder - It is district policy to encourage parents to interest themselves in the schools, participate actively, seek to improve their skills and then to be employed as instructional aides and continue upgrading their skills.

ANAHEIM CITY SCHOOL DISTRICT

CLASS TITLE: Community Aide - Title I

REPORTS TO: Assistant Superintendent for Education-Administration

BASIC FUNCTIONS:

Under general supervision, the Title I Community Aide will assist in the operation of the Washington Community Library and will work in all phases of the Title I Program, and will work closely with the principals, teachers, nurses, parents, staff members and community agencies to implement goals and objectives of the total program.

TYPICAL RESPONSIBILITIES:

1. Works out of the library at Washington School.
2. Assists in the operation of the Washington Community Library as a community liaison person.
3. Acts as a liaison between the school program and Anaheim Public Library personnel.
4. Uses the library as an information center for community members, making available such information as location of English classes, how to obtain citizenship, available government services and various other general assistance activities.
5. Acts as liaison between the school program and the community.
6. Assists the Title I Nurse in parent communication, follow-through activities, and nome visitations.
7. Establishes and maintains cooperative relations with others.
8. Performs other related duties as required.

ANAHEIM CITY SCHOOL DISTRICT

JOB DEFINITION FOR HOME-SCHOOL COUNSELOR

BASIC FUNCTIONS

The Home-School Counselor works under the supervision of assigned building Principals and under the direction of the Assistant Superintendent, Education-Administration. He works as a member of the total instructional staff and as a resource person for the parents, principal and teachers in the areas of child growth and development counseling and guidance. He shall work directly with children and their parents to improve school-home relationship and help provide for each child a more successful school experience. He provides guidance and counseling to all Title I children to help them attain the maximum benefit from their educational program.

TYPICAL RESPONSIBILITIES

1. Communicates effectively with all segments of the community (including the Spanish-speaking groups).

2. Counsels and assists pupils individually and in groups in relation to school achievement and behavior.

3. Counsels and consults with parents individually and in groups concerning pupils' achievement and adjustment.

4. Counsels and consults with teachers and other members of the school staff.

5. Maintains a liaison relationship between the school, the community and community services.

6. Gathers, organizes and interprets data about students to teachers and parents.

7. Helps to identify children with special problems. Refers and consults with psychological staff regarding remedial services for these children.

8. Aids in the administration and interpretation of tests.

9. Participates in evaluation of guidance services, special programs and group testing.

10. Provides the school staff with information about current guidance practices and related research.

11. Gathers, organizes and interprets data for Title I Projects at the request of the Assistant Superintendent, Education-Administration.

TYPICAL RESPONSIBILITIES (continued)

12. Helps the principal to organize and carry out an effective guidance program in the school.

13. Works with psychological staff, nurses and other specialists to determine the special needs of children and to help communicate and plan for meeting these needs.

14. Attends County, State and National professional meetings and participates in conferences in allied disciplines.

15. Performs other related duties as may be designated by his assigned Principal or the Assistant Superintendent, Education-Administration.

ANAHEIM CITY SCHOOL DISTRICT

CLASS TITLE: Instructional Aide

REPORTS TO: Building Principal

BASIC FUNCTIONS:

Under the general supervision of the Principal, and the immediate supervision of the classroom teacher, performs instructional and non-instructional duties, as assigned.

TYPICAL RESPONSIBILITIES:

1. Supervises small groups or individual pupil under direction of the classroom teacher.
2. Assists teacher or pupils in the operation of audio-visual equipment.
3. Supervises children on the playground at recess and noon hour, as directed.
4. Performs assigned clerical duties related to the operation of the classroom.
5. Assists in preparation of teaching materials.
6. Corrects and grades objective tests and records the results.
7. Keeps attendance; makes necessary parent contacts.
8. Establishes and maintains cooperative relations with others.
9. Performs other related duties as required.

ANAHEIM CITY SCHOOL DISTRICT

CLASS TITLE: School Secretary (Kindergarten through Sixth Grade units)

REPORTS TO: Building Principal

BASIC FUNCTIONS:

Under general supervision, performs a wide variety of clerical and secretarial duties, and relieves principal of details.

TYPICAL RESPONSIBILITIES:

1. Serves as secretary to the principal.
2. Serves as receptionist; answers telephone; takes and relays messages.
3. Prepares and checks daily pupil attendance sheets.
4. Is responsible for monthly pupil attendance reports to the Administrative Center; and other attendance reports as requested.
5. Admits, registers, releases, and transfers students.
6. Forwards confidential pupil records upon written request from new school.
7. Maintains master calendar and makes arrangements for meetings and conferences.
8. Works with the public; provides information involving an understanding of policies, procedures, and rules and regulations.
9. Maintains certificated and classified personnel attendance records.
10. Types correspondence, memos, and reports from written or verbal instructions.
11. Administers first aid to pupils.
12. Establishes and maintains cooperative relations with others.
13. Performs other related duties as required.

ANAHEIM CITY SCHOOL DISTRICT

JOB DEFINITION FOR TEACHERS

BASIC FUNCTIONS

The teacher works as a member of the instructional staff under the direction of his assigned Principal. The duties and functions of the teacher are directed toward a diagnostic and prescriptive approach to instruction. The identification of each pupil's instructional levels and formulation of realistic and obtainable objectives are the primary responsibilities of the teacher utilizing the advice and aid of the building Principal. The teacher is responsible for the progress of each pupil under his direction. The teacher's instructional program is keyed to the content of What We Teach and the levels of instruction in District Goals and Objectives.

TYPICAL RESPONSIBILITIES

1. Identifies and adjusts instructional objectives in terms of student need using District goals and objectives as guidelines.

2. Prepares and executes plans for effective teaching.

3. Evaluates pupil progress in relation to instructional objectives using available resources.

4. Maintains classroom control conducive to a suitable learning environment.

5. Performs other professional and public relations oriented duties normally expected of teachers such as:

   (a) Parent-Teacher conferences.
   (b) Conferences with administrators and other teachers regarding students.
   (c) District committees, as assigned by the Superintendent or his designated representative.
   (d) Back-to-school night programs.
   (e) Selected PTA activities.
   (f) Sponsorship and supervision of student activities.
   (g) Teacher inservice programs.
   (h) Open houses.
   (i) Faculty meetings.
   (j) Other meetings and functions related to the instructional program as may be designated by the Superintendent or his representative.

MULTIAGE CLASS

EARLY CHILDHOOD EDUCATION

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WASHINGTON SCHOOL

Objectives

The major objective of this project is to develop a model for bringing the four year old child into the regular school system by inclusion in a multi-level prekindergarten, kindergarten and grade 1 classroom, to implement individualized instruction/learning and continuous progress.

Four year old children participating in a vertically grouped early childhood program should achieve significant growth in learning readiness, language recognition and response, conceptual development, perceptual skill, mathematics achievement, attitude and social maturity. The benefits derived by older children serving as models for younger children will also be observed and evaluated.

Additional program objectives are to:

-bring about institutional change and provide a higher degree of individualized instruction through the requirement of multi-age grouping.

-explore methods appropriate to individualization of instruction.

-evaluate effective programs of early childhood education.

-develop adequate in-service meetings to train personnel (administrators, teachers, para professionals) to work effectively in multi-age groupings.

-initiate innovative programming by emphasizing programs providing varied experiences and enviornment and flexibility of choice.

-involve parents in planning, operation and evaluation of the project.

-develop in the target population those social and interpersonal relationships which act as mediators in the learning process.

Program Description and Procedures

This program proposes to establish multi-age groupings of children in regular classrooms as a vehicle to encourage and require a more individual instructional approach to the participants.

1

The hypotheses of the program are as follows:

1. Beginning four-year-olds, after three years in the program, will exceed other first graders in control classes on standardized reading and mathematics tests.

2. Five and six-year-olds will have more positive attitudes toward school and will have made greater social growth than their counterparts in control kindergarten and first grade classes.

3. Four and five-year-olds will show measured growth in reading and mathematics.

4. The multi-age classroom will increase their abilities to individualize instruction.

The chief reason for choosing a multiage format for the program was to help children and adults break out of the constraints of grade level thinking. We know that each child is a unique individual, but we have not traditionally organized our schools in keeping with this knowledge. Even our graded textbook adoptions deny individual differences. In the multiage classroom instruction by necessity becomes more individualized, children are treated as individuals and allowed to learn as individuals.

Main Activities

1. Include preschoolers in multiage classes consisting of 4-5-6 year olds together for instruction.

2. Explore strategies and materials in attempting to create a climate for individuality.

3. Use adult volunteers in the program to give more individual attention to pupils.

4. Encourage crossage tutoring, building on student strengths.

5. Hold teacher and parent conferences (individual and groups) regarding progress of children.

LOW ENROLLMENT

1. Enrollments at Washington have dropped - well below district averages at most grade levels. Average class size in the district is about 27. At Washington, with the adult-pupil ratio about 9 to 0, there are possibilities for a variety of groupings.

2. FEWER TITLE I CHILDREN gives us more flexibility as far as staffing and planning for individual needs. Also makes possible - as it has in the past - the trying out of new concepts and ideas here, with Washington acting as a kind of pilot area - and programs that are successful here can be expanded to other schools in the district.

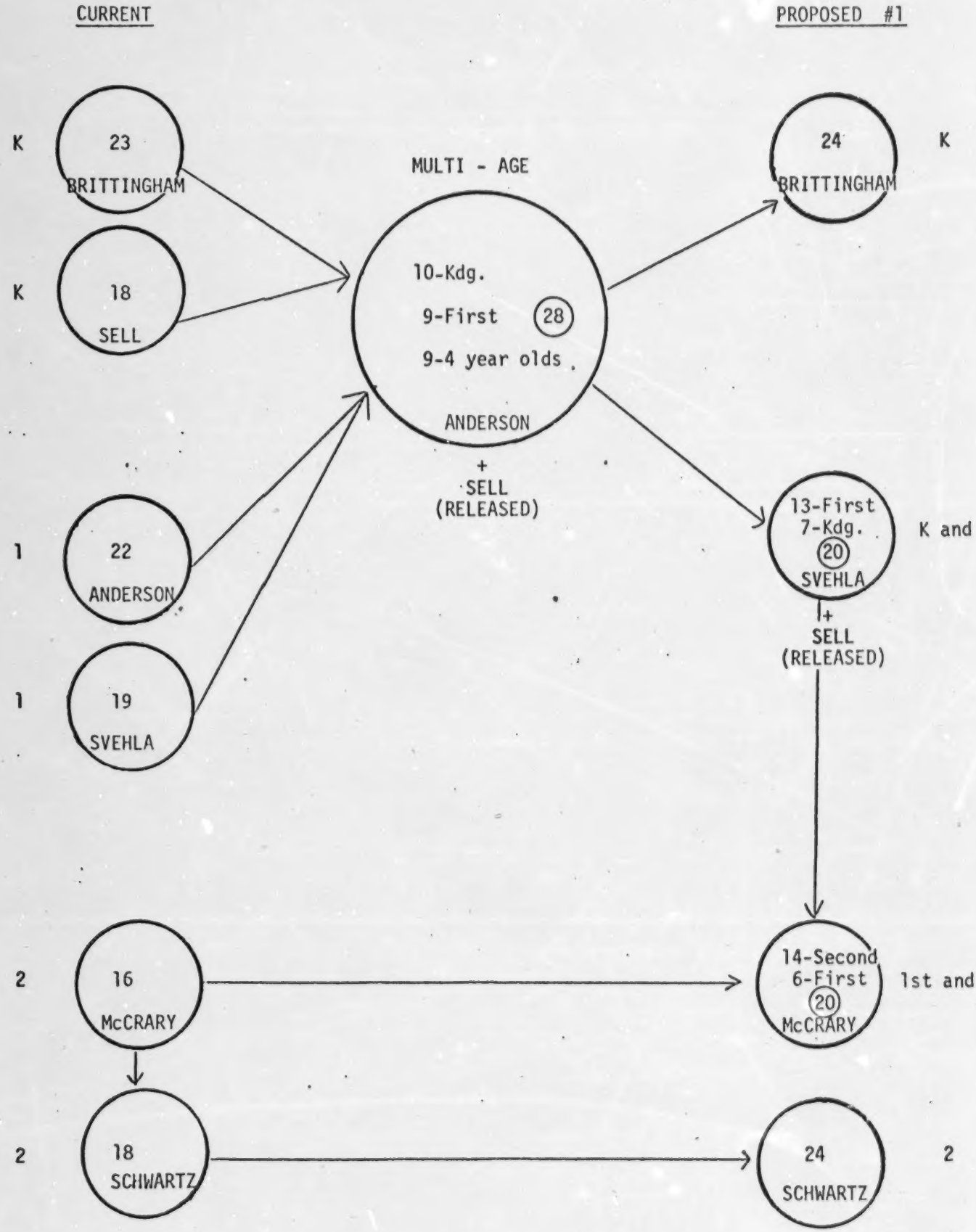
3. DISTRICT PLANNING for Washington has been 2 pronged -
   First, there has been an effort to provide a good primary setting - an environment appropriate to the education of young children. The addition of pre-school classes and the transferring of 3rd grade have both been moves in that direction.

   Secondly, thought has been given to moving towards the State Guidelines for Early Childhood Education - (copies of which are here) and this plan envisions an eventual 4-8 year old ungraded primary program.

4. One way of beginning to implement this long range planning is with a multi-age grouping - a grouping in one class of 3 different age groups - in this case 4, 5, and 6 year olds. This would be the beginning of a move toward the ungraded certain basic skills at their own pace and groupings are according to skills rather than age.

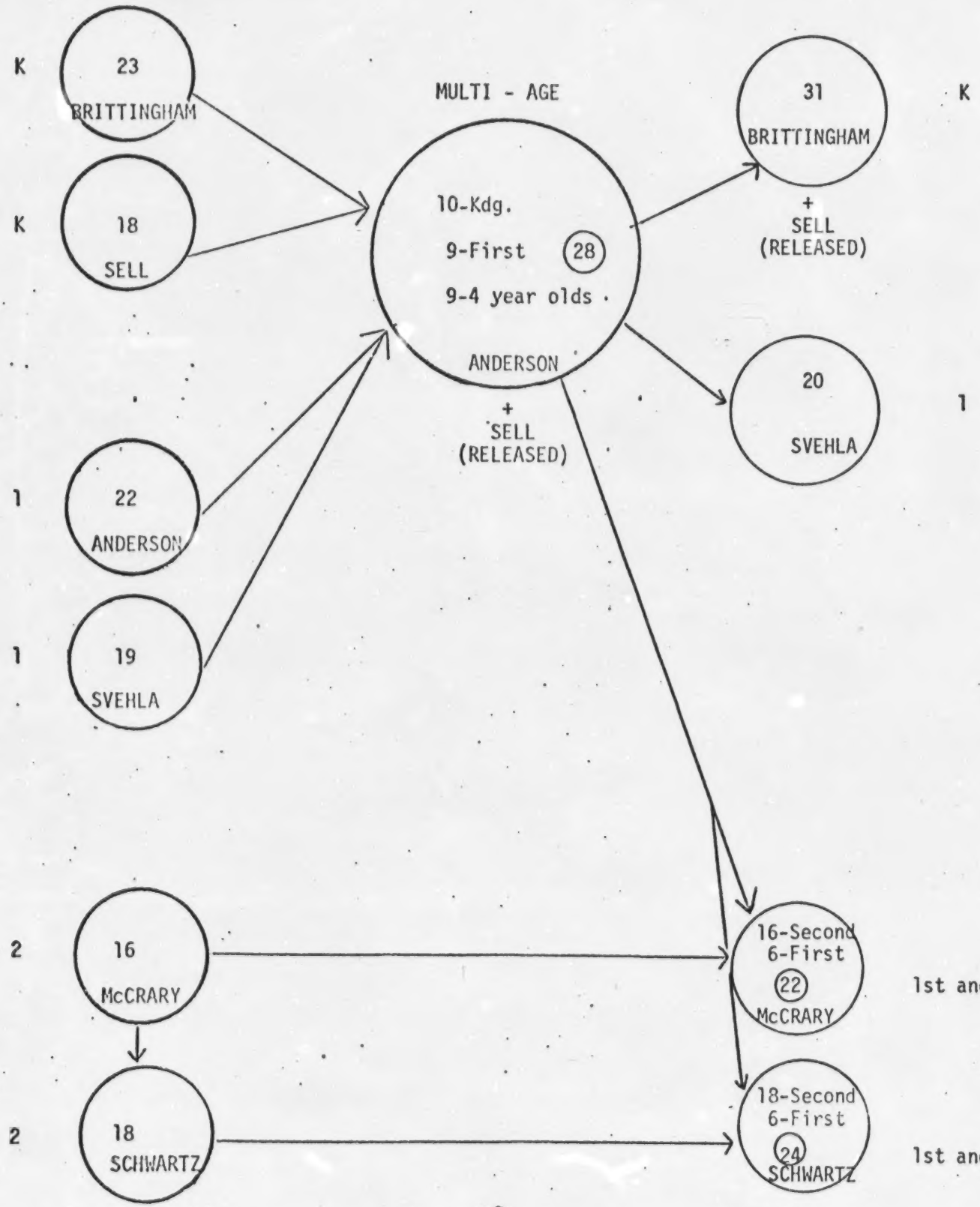
5. Because of the enrollment factors it may be possible to release a teacher to assist where needed - here it would probably be in kindergarten and in the multi-age class. (See chart for one possible arrangement.)

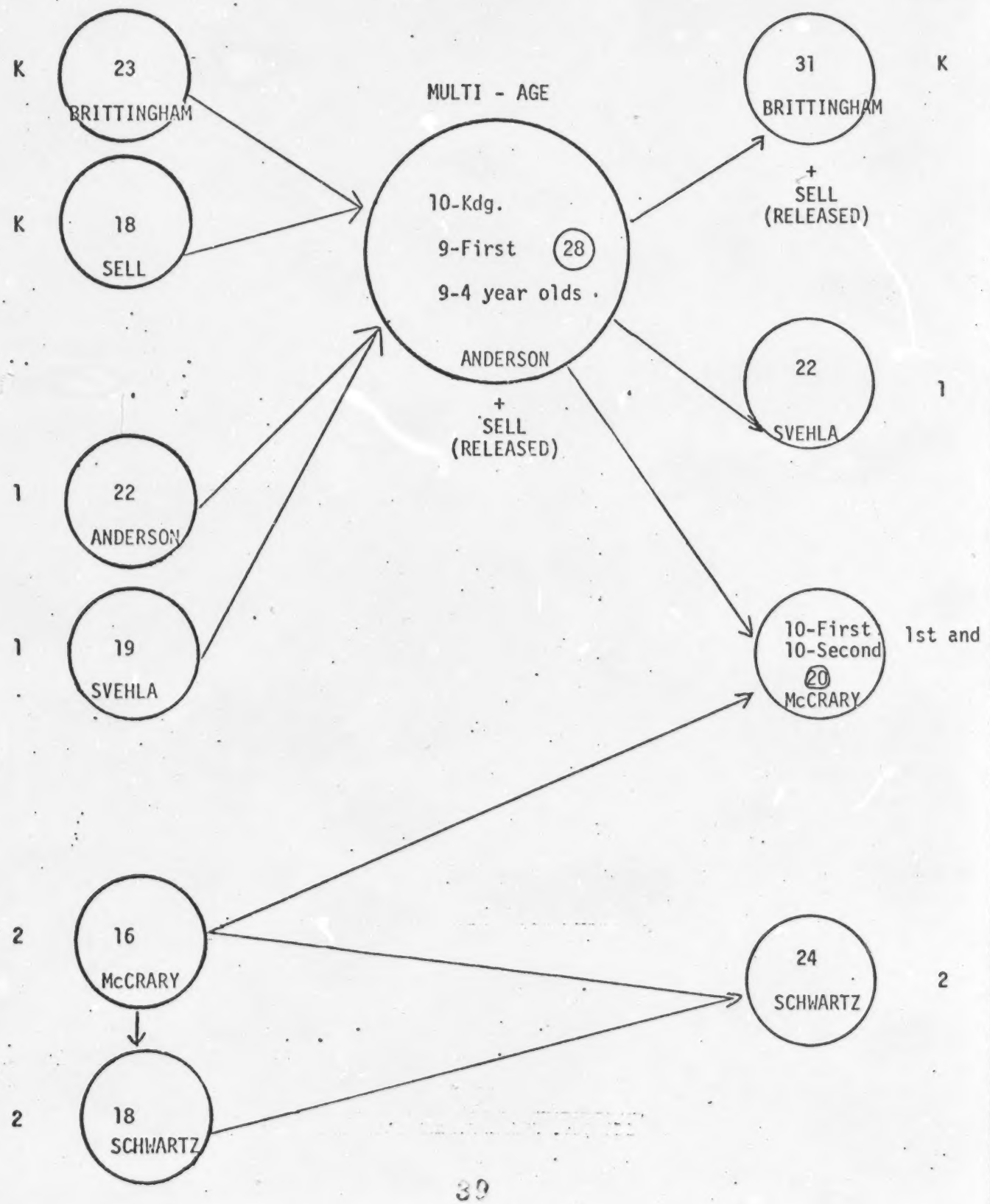
   Several steps to take -
   a. select teacher
   b. select students
   c. inservice teacher
   d. starting date
   e. parent meeting
   f. evaluation design
   g. materials


CURRENT
PROPOSED #1
K
23
BRITTINGHAM
K
18
SELL
MULTI - AGE
10-Kdg.
9-First
28
9-4 year olds
ANDERSON
+
SELL
(RELEASED)
24
BRITTINGHAM
K
1
22
ANDERSON
1
19
SVEHLA
13-First
7-Kdg.
20
SVEHLA
K and
+
SELL
(RELEASED)
2
16
McCRARY
14-Second
6-First
20
McCRARY
1st and
2
18
SCHWARTZ
24
SCHWARTZ
2

CURRENT

PROPOSED #2




CURRENT
PROPOSED #3
K
23
BRITTINGHAM
K
18
SELL
MULTI - AGE
10-Kdg.
9-First
28
9-4 year olds
ANDERSON
+
SELL
(RELEASED)
31
BRITTINGHAM
K
+
SELL
(RELEASED)
22
SVEHLA
1
1
22
ANDERSON
1
19
SVEHLA
10-First
10-Second
20
McCRARY
1st and
2
16
McCRARY
2
24
SCHWARTZ
2
18
SCHWARTZ
2